

# Inver Hills Community College

## EDU 1143: Multicultural Education / Human Relations

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Emphasizes the development of classroom teachers who are multiculturally informed, gender fair, and disability aware. Examines issues such as racism, sexism, oppression, prejudice and discrimination. The course aims to increase students' capacity to identify, discuss, and reflect on the ethical dimensions of political, social and personal life and to examine the responsibility of classroom teachers to practice productive citizenship. Emphasis is on demonstrating multicultural competence required of all successful teachers working with diverse youth. Designed to meet State of Minnesota human relations requirement for teacher licensure. This course meets the Minnesota Professional Educator Licensing and Standards board (PELSB) 8710.2000, Subp. 5, Standard 4B, Subp. 6, Standard 5A, Subp. 4, Standard 3D, E, F, G, H, J, Q, Subp. 6, Standard 5B, Subp. 7, Standard 6B, Subp. 3, Standard 2A, 2B, 2C.

**B. COURSE EFFECTIVE DATES:** 05/01/2006 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Culturally competent communication skills: 15%
2. Ethical impact of culturally biased privilege and discriminatory practices: 15%
3. Exploration of the cultural content, world view, and concepts of African American and immigrant cultures (e.g., African, Hmong, Hispanic, Tibetan), with emphasis on Minnesota-based American Indian tribes: 40%
4. Personal cultural identity definitions/concepts: 15%
5. Recognition of dehumanizing institutional and personal biases, discrimination, or prejudices regarding race, disability, or sexual preference: 15%

#### **D. LEARNING OUTCOMES (General)**

1. Meet INTASC\* standard 2 \*Interstate New Teacher Assessment and Support Consortium
2. Identify implications for teachers of gender, culture, language, and socio-economic diversity.
3. Demonstrate an understanding of mindset and professional dispositions and their impact on the methods used in teaching children.
4. Identify the contributions and lifestyles of the various racial, cultural, and economic groups in our society
5. Identify own cultural affiliation and related privileges and barriers
6. Describe how learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values
7. Describe how to recognize and deal with dehumanizing institutional and personal biases, discrimination, or prejudices regarding race, disability and sexual preference
8. Demonstrate awareness of various cultural and racial groups in the U.S., including Minnesota-based American Indians, and their contributions to education and American society.
9. Discuss why all children and youth should be valued, inclusive of race, socio-economic status, gender, exceptionality, home language or other social, physical or cultural characteristics
10. Formulate ways teachers can be agents of change in classrooms, schools, and communities.
11. Identify methods to incorporate the diversity of cultural and community resources into a learning environment
12. Identify, analyze, and be able to assess learning approaches for achieving educational equity for diverse populations.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted